

# HIWASSEE COLLEGE

ANNUAL CATALOGUE  
1945-1946



MADISONVILLE, TENNESSEE

HIWASSEE COLLEGE  
1945-46  
MADISONVILLE, TENN.



May - W. H. Seaman

Major Floyd P. Drent

U.S. Engineers

Oak Ridge, Tenn

Commanding General 4<sup>th</sup> Service Group

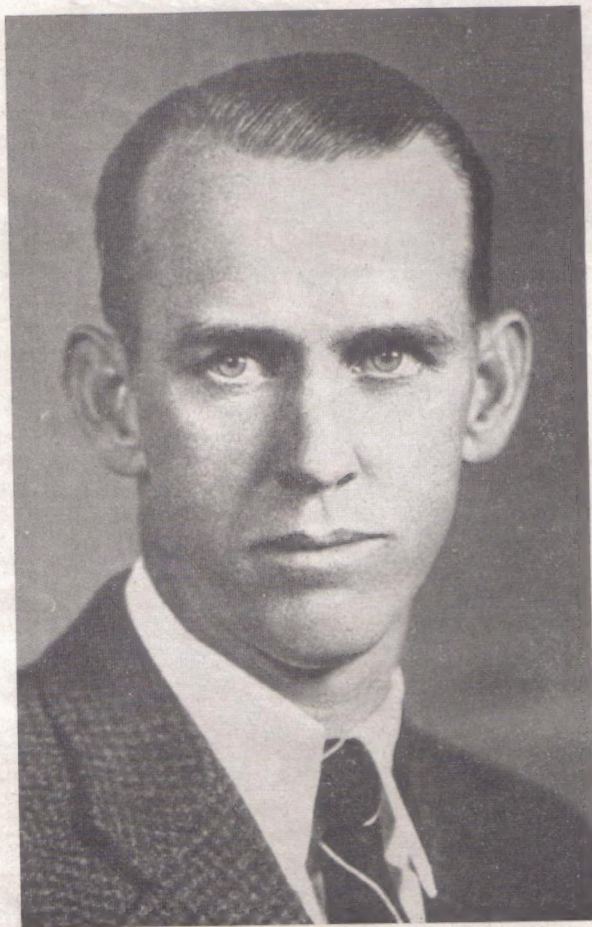
## Hiwassee College

PRESENTS ITS NINETY-SIXTH  
ANNUAL CATALOGUE

COURSES OF INSTRUCTION  
AND ANNOUNCEMENTS  
FOR SESSION 1945 AND 1946

Madisonville, Tennessee





D. R. YOEELL, B.S., M.A.  
President

HIWASSEE COLLEGE IS OWNED AND OPERATED BY HOLSTON  
CONFERENCE OF THE METHODIST CHURCH

Member of American Association of Junior Colleges

Member of Southern Association of Junior Colleges

Member of Tennessee College Association

Member of Southern Junior College Athletic Association

And is accredited by Boards of Education in many Southern States.

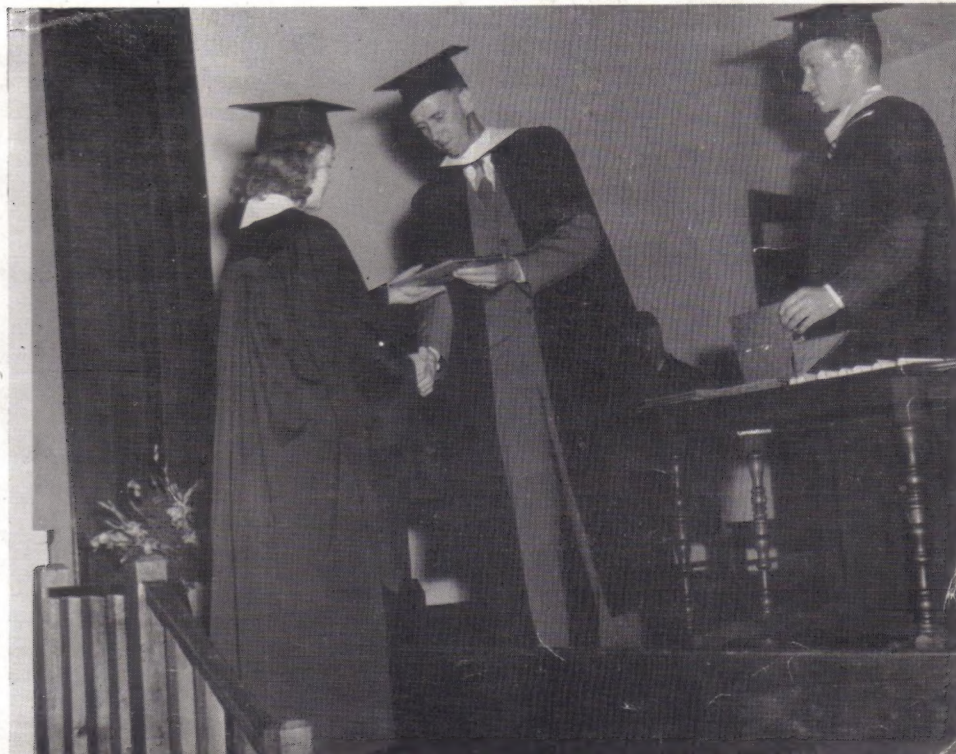


## *Rural Life Program*

### BASIC OBJECTIVES

1. Set out the scientific, economic, social, and spiritual elements or factors basic in rural life understanding.
2. Rural life involvement in the created realms of nature—air, water, land, and the realms of plant and animal life and man's designated partnership by nature in the creative concept, is basic to all education.
3. The realms of the mineral, the vegetable, and the animal may well become the basis for harmonizing all programs of education.
4. The transmitting factors of light and life (chlorophyll) of energy from the all-time source—the sun, should have a comparable rating with the created realms.
5. Physics, chemistry, biology, economics, sociology, and Christian democracy will find new objectives if (3) and (4) are given full significance in the preliminary setting of educational curricula—theoretical and practical.
6. There are only two major populations of communities, states, nations—rural and urban. Education's primary effort is to join for all time all mankind's dependence upon natural and human resources and to translate a common responsibility.
7. Biologically, all races of humanity are fashioned on the same pattern. Isolationism and nationalism have artificial genesis in communities. This is a violation of natural law and is the basic hazard to the "brotherhood of man."

President Youell Assisted by Dean Cash Presenting Diplomas at Commencement.





## *Purpose of Hiwassee College*

1. To provide adequate facilities for thorough vocational arts education, covering the first two years of college work, in a distinctly Christian environment, at the lowest possible cost consistent with sound educational practice.
2. To give basic preparation to qualified students for leadership in the church, i. e., ministers, missionaries, church secretaries, laymen, etc.
3. To set out to all students the scientific, economical, social, and spiritual elements or factors basic in rural life understanding and to stress the importance of soil fertility and natural resources to citizens both rural and urban.
4. To prepare qualified students for advanced study in senior colleges, universities, or professional schools.
5. To provide terminal courses designed to train students, who do not wish to pursue college work beyond junior college level, for a more intelligent Christian citizenship.
6. To stimulate rural community development and to provide educational opportunity for adults within its territory in every way possible.
7. To give students with limited financial resources the opportunity of securing a college education by providing work, loan funds, and scholarships to help defray expenses.

A Scene On the Campus.





# 1945-1946 Calendar and Officials

## CALENDAR

### Fall Quarter

Registration..... September 4  
Examinations..... November 22, 23, 24

### Winter Quarter

Registration..... November 26  
Thanksgiving Holiday..... November 29  
Christmas Holidays Begin..... December 21  
Open after Christmas..... January 2  
Examinations..... February 21, 22, 23

### Spring Quarter

Registration..... February 26  
Examinations..... May 9, 10, 11  
Baccalaureate Sermon..... May 12  
Board of Trust Meeting..... May 13  
Graduation Exercises (Monday evening) May 13  
Other commencement events to be announced.

## BOARD OF TRUST

### Term Expiring 1945

J. A. Hardin..... Sweetwater, Tenn.  
S. K. Hicks, V-President..... Madisonville, Tenn.  
W. H. Harrison..... Johnson City, Tenn.  
A. M. Johnson..... Madisonville, Tenn.  
O. K. Jones..... Sweetwater, Tenn.  
L. E. Hoppe..... Abingdon, Va.  
H. D. Hart..... Rossville, Ga.  
R. C. McDade..... Knoxville, Tenn.

### Term Expiring 1946

R. C. Kimbrough..... Madisonville, Tenn.  
J. H. Miser..... Maryville, Tenn.  
J. M. Reedy..... Copperhill, Tenn.  
J. P. Browder..... Chattanooga, Tenn.  
T. A. Frick..... Harrogate, Tenn.  
W. F. Blackard..... Chattanooga, Tenn.  
Sullins Dosser..... Chattanooga, Tenn.  
L. A. Wood..... Sweetwater, Tenn.

### Term Expiring 1947

J. A. Bays..... Knoxville, Tenn.  
Walter A. Smith..... Greeneville, Tenn.  
M. A. Stevenson, Pres..... Morristown, Tenn.  
Mrs. R. B. Witt..... Madisonville, Tenn.  
H. B. Abshire..... Wytheville, Va.  
E. D. Worley..... Johnson City, Tenn.  
Harry Johnson..... Athens, Tenn.  
Bryan H. Greene..... Sweetwater, Tenn.  
Miss Dora Young..... Sweetwater, Tenn.  
E. A. Shugart..... Marion, Va.

### Term Expiring 1948

C. T. Miller..... Greeneville, Tenn.  
H. L. Callahan, Sec'y..... Madisonville, Tenn.  
F. A. Carter..... Sweetwater, Tenn.  
L. G. Stooksbury..... Maryville, Tenn.  
C. E. Lundy..... Bristol, Va.  
Wm. E. Jelf..... South Pittsburg, Tenn.  
D. R. Youell..... Madisonville, Tenn.

## EXECUTIVE COMMITTEE

M. A. Stevenson..... Chairman  
S. K. Hicks..... C. E. Lundy  
R. C. Kimbrough..... L. E. Hoppe  
H. L. Callahan..... Miss Dora Young

## FACULTY COMMITTEE

L. E. Hoppe..... Miss Dora Young  
B. H. Greene..... R. C. Kimbrough  
H. L. Callahan



## *Hiwassee College Faculty*

**D. R. Youell, B.S., M.A.**

President

B.S., Emory and Henry College, 1929; M.A.,  
Peabody College, 1941

**George R. Cash, B. A., M.S.**

Dean and Physical Science

B.S., University of Tennessee, 1935; M.S.,  
Ibid, 1942

**W. O. Evers, B.S., M.A.**

Social Science

B.S., Cape Girardeau Teacher's College, 1933;  
M.A., Peabody College, 1941

**Nancy Eastridge, B.A., M.A.**

English

B.A., Kentucky Wesleyan, 1936; M.A.,  
Peabody College, 1939

**Flora Bryson, S.B., M.A.**

Education and Teacher Training

S.B., University of Chicago, 1916; M.A., Ibid,  
1922; Graduate Study Peabody College, 1937-'44

**Mrs. Anderson Dye**

Teacher Training

Hiwassee College, 1938

**Mrs. D. R. Youell**

Art and Secretarial Science

Graduate Hiwassee College

**Mrs. George R. Cash, B.S.**

Bookkeeper and Secretarial Science

B.S., Mississippi State College for Women, 1939

**Aaron H. Rapking, A.B., B.D., D.D.**

Rural Education

A.B., Baldwin-Wallace, 1912; B.D., Garrett Biblical  
Institute, 1914; D.D., Salem College, 1933.

**Rev. J. K. Dean, B.A.**

Bible and Religious Education

B.A., Emory and Henry College, 1920; Graduate  
Study, Emory University, 1920-23, 1928-29

**Mrs. J. K. Dean, B. Music**

Violin

B. Music, Bessie Tift College, 1918; Graduate  
Study, Bessie Tift College, 1919; Atlanta Con-  
servatory, 1929

**Rev. Horace N. Barker, B.A., B.D., M.A.**

College and Community Pastor

B.A., University of Chattanooga, 1937; B.D.,  
Drew University, 1940; M.A., Ibid, 1941

**Betty Jane Miller, B.A.**

Romance Languages

B.A., Maryville College, 1944

**Elizabeth Hribal, B.M.**

Piano, Voice and Organ

B.M., Oberlin College, 1944

**Arthur Williams, B.S.A.**

Agricultural and Rural Education

University of Tennessee, 1932; Graduate Work  
Cornell University, 1941

**Mrs. Burl Sands, B.S.**

Home Economics

Mississippi Southern College, 1941





Because it has not only been my home, but it is also my friend, and because it can be the friend and the home of hundreds of young people whom I love.

### *Let Us Keep Faith*

**By Mrs. Gunnar J. Teilman, Jr.**

Former President Holston Conference Youth Organization

I wish I could sit down for an evening and talk with each of you, especially those of you who do not see much chance to go to college, or those who have felt no special need to go on. These are days when we must try to live life to its fullest "in spite of" the hardships which may be before us. We want peace, but true peace will demand our best. We must be trained for the job ahead of us if we are able to do our best. Whatever vocation we may choose can be sacred work if the principles of Jesus Christ can be applied and if we are willing to help supply the needs of others. The world needs youth, and men and women, with realistic minds who will "go about doing good" instead of "just going about."

Because I know Hiwassee, I can be personal in saying that it will be a good place to begin

### *I Love Hiwassee*

**By Judy Taylor**

President Holston Conference Youth Organization

Because it has been my home. For two years I have had no other, and Hiwassee has become as near and dear to me as a real home could. With so many adopted brothers and sisters, and my own mother in charge of Lawrence Hall, we have been like one big happy family.

Because it has broadened my horizon. It has given me the opportunity to live and work in close contact with a number of young people from different walks of life. I have learned to understand and to appreciate the view points of many of these, and in doing so, have been made to realize just a few of the problems faced by the youth of today.

Because it has given me a chance to develop. There is a distinct challenge to all students at Hiwassee—a challenge to develop mentally, physically, socially and spiritually.





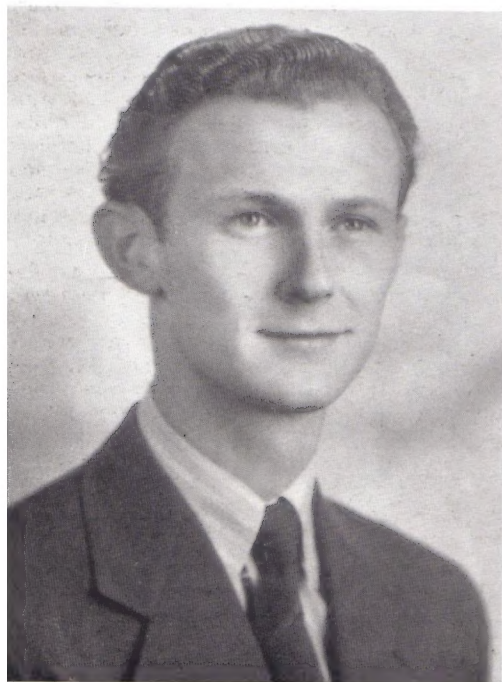
your preparation. I went to Hiwassee through the guidance and help of wonderful Christian friends. To go to college and to prepare for fulltime Christian service was an answer to a prayer of consecration from a hungry youthful heart. I had nothing to give but myself, but I had faith in Hiwassee, and somehow they had faith in me. During those two years new doors of opportunity, of challenge, and of work were opened to me. I left with more inspiration for further study and preparation, with a greater faith in God, and with a deeper consecration for a life of service in His kingdom. If you have faith in life at its best, Hiwassee will keep faith in you!!

## *A Student Speaks*

**By Pat Graham**

President Student Body

In 1849, in a mountainous section of East Tennessee, God spoke in a very definite way to a courageous few who had met to worship Him. The hearts of those precious few were suddenly filled with a burning zeal and a desire to build a school dedicated to God and Christian principles. How well this ambition was carried out is evidenced today by the lives of hundreds who have left the halls of Hiwassee



College better prepared to meet the challenge of life, and better equipped to live as finer citizens throughout the nation.

To every college student, his college is best, and to hundreds of men and women throughout the land Hiwassee is the best little college in the world, and why not? In few colleges can one find a closer relationship between faculty and students than that which has always been such an integral part of Hiwassee. Few colleges can boast of a friendlier, cleaner living student body. At Hiwassee there is that extra something that one feels as soon as he meets the faculty and students. On the first day that feeling of friendship, respect and equality settles down over a student.

Through almost a century of hardships, joys, fortunes, and misfortunes, Hiwassee has never lost sight of her goal. Through years that have seen other and larger institutions fail and slip into quiet death, Hiwassee has continued to achieve success in her principle aim. Through years of hatred and war, lust and greed, she has held high the banner of Christ, and presented Him to hundreds. In this she has never faltered, but has "fought a good fight and kept the faith." Unknown in comparison with many larger, more expensive colleges, she lives forever in the hearts of hundreds who have learned through her the greatest lesson of life—how to live as Christ would have them live.

The influence of a college cannot be judged by its wealth, nor by the number who attend. The greatness of a college cannot be measured in terms of money and numbers. A college can be truly measured only by the quality of the finished product. How much better to graduate even one boy or girl who knows that the secret of happy, successful living is living a Christ-like life, than to turn out thousands who know only how to survey or design, or do countless other things, but do not realize that "All Things Come of Thee, O, Lord," and plan their lives accordingly. How much better to send into the world young men and women who know how to work and play, and to live together to form a happy, educated, Christian community, than to release young people who have learned only what texts can offer them. What a privilege it is to meet one's fellow man with an honest and sincere appreciation for him, his ideals, and his opinions. How important it is that man learn to live with and to respect those around him. Hiwassee teaches her students those things that make life precious, and because she does, hundreds proudly say, "Hiwassee is truly a great college."

Hiwassee does not sponsor nor tolerate wild, riotous living, but seeks to instill in each student an appreciation for those things in life that are most worthy.



Founded by faith, prayer, and good will, she continues in the firm belief that a more nearly perfect life is achieved by simplicity, goodness, fellowship, humbleness, reverence, and Christlikeness. Nothing that would in any way smudge or mar this deep abiding belief can be a part of the institution. Nothing that might be termed a barrier between man and God is accepted or taught. A college that does not include Christ in its curriculum has fallen short in the beginning. Hiwassee has not done this. She recognizes God as the center of all things, and builds her every action around Him. She recognizes in Christ the hope of the world, and has thus dedicated her resources to the furthering of His Kingdom. At Hiwassee, Christ is an accepted partner who enters into every activity. No special effort is made to push one into Christianity one day, then leave him standing alone, dazed and wondering, but, rather, the student is led through every action to the side of Christ, and kept there throughout his stay at the college.

Many who are not closely acquainted with Hiwassee may get the impression from my statements that the social side of life is left out entirely, but, on the contrary, there are numerous social advantages here. Ours remain on the Christian side of the ledger, whereas, in many institutions they spread to the evil side. We who have attended here will not forget social hour, sunrise breakfasts, moonlight hikes, gymnasium parties, folk games, interscholastic and intramural athletics, dramatic club presentations, caroling parties, weiner roasts, and numerous other activities that certainly play a part in education.

What greater enjoyment is there than tramping through the woods laden with baskets of food for a picnic, or perhaps just leaning back on the deep soft divans in Lawrence Hall, and talking with a pretty Hiwassee lassie? Remember riding to the football and basketball games? What shouting and laughing, singing and playing! People have always said that fifty students from Hiwassee could out shout, out sing and out cheer one hundred and fifty students from any other school. Remember all the times the whole school walked to town and back, and maybe sometimes, if you felt classy and in the money, you ordered a chocolate sundae with nuts and whipped cream? And the bull sessions the gang had about every night, when you talked of home, and Grace, and the cake and pie your mom could make; weren't they tops? Yes sir. For a plain old good time, you can't beat the days at Hiwassee, can you? And it is clean fun. It's very good indeed, to be able to write the folks and your friends back home that you are having lots of fun, and at the same time living a clean life.

Like most colleges, we have our place of worship, but unlike many schools, ours is directly beneficial to the community as well as to the students. Our school is the religious center for students and neighbors alike, which makes it a somewhat unique, yet cherished, characteristic. Here in this very simple auditorium, numerous young men and women have dedicated their lives to Christ. Here many a youth has wept the heartfelt, bitter, yet joyous tears of repentance, and has seen his life unfold from all its modern world complexities into one of love, goodness and truth. How many have knelt here around the altar and poured out all the sorrow and troubles in their aching hearts into the ears of the understanding Jesus! How many at that very spot have shouted praises to God in glorious triumph as His love swept over them, and cleansed their hearts?

Several times, while speaking to the student body in this little church, I have seen faces filled with pain and worry, swept clean and made smiling by the Christ love that engulfs them. I have watched with tears in my eyes the frowns slip from anxious faces to be replaced by a tender, lifting and peaceful smile as the presence of God makes itself known in hearts throughout the company. Often too, have I felt within me that many of those assembled were reaching out to clasp more tightly the hand of Christ, and follow more eagerly in the way He leads. I have listened with joyful heart to youthful voices singing loudly and clearly hymns of praise, and then, as the full emotion of the songs reaches into the hearts of the singers, I've heard voices break and falter for an instant in humble tribute to God. And above it all, sounded deep and real the organ, as the music swelled to the rafters in joyous sound unto our Father. Then, in the still of the evening, midst flickering candle light, I've heard young voices, sweet and low, singing "Silent Night" and "Hark the Herald Angels Sing." Yes, we have our church—a church dedicated to the "Father, Son and Holy Spirit."

Like an oasis in the dessert, Hiwassee is the poor youth's dream come true. She has never turned away a student because of lack of money, but has always provided a way where-by anyone so desiring could attend. She has provided first an unusually low total cost of approximately two hundred and seventy dollars for the full session, and in addition, tenders loans, scholarships and remunerative employment to those who need. Hundreds are thankful today that "Hiwassee is the college for the boy and girl of moderate means."

For almost a century, Hiwassee has stood as a living symbol of a Christian, democratic way of life. She is a tribute of worthiness to those who conceived and founded her, and a blessing to all who earnestly and diligently seek the secret of a happy and successful life.







## General Information

### LOCATION

In a prosperous and moral community with the Smoky Mountains for a background is located Hiwassee College. Nearby is Cherokee National Forest, rich in historic lore—Hiwassee College removed from incentives to extravagance and dissipation, so often found in our large cities, offers an ideal place for a school. Nature in all her beauty and loveliness has done her part to enrich the lives of those who come here.

The college is situated two miles from Madisonville, through which passes the L. & N. Railroad. Sweetwater, another flourishing town, is only ten miles away and is located on the Southern Railroad. Mail is delivered daily from these towns.

### BUILDINGS, GROUNDS AND EQUIPMENT

The Campus, consisting of about thirty acres, is very beautiful. Each year the grounds are being improved by the addition of shrubs, flowers, and other plantings. These improvements with the natural beauty of the location make Hiwassee a pleasant place to live and study. There are tennis courts, a swimming pool, and an athletic field conveniently situated on the campus. These with the gymnasium afford each student an opportunity for physical recreation.

### DORMITORY ACCOMMODATIONS

Dormitories are equipped with steam heat, electric lights, bath rooms, etc. Rooms are furnished with bed, dresser, table, and chairs. The students should bring bed linens, blankets, towels, curtains, etc.

### LOAN FUNDS

The following friends have established loan funds: C. B. Atkin, S. T. Broyles, J. K. Bondurant, Chattanooga District, J. M. Clark, Clemons, J. M. Colston, Dr. E. J. Foute-Cates, Hannibal Circle, Holstead, Hutchison, J. M. Jones, L. E. Williams, Dr. J. E. Lowry, W. S. McKamey, McNew-Boring, Roberts-Hutsell, Rutherford, G. W. Simpson, Sturdivant, Tazewell District, Tom Tarwater, and H. M. Winslow.

These funds are available to worthy, needy students. In granting loans preference is given to seniors. In order to obtain a loan the student is required to make a note properly secured. Payment is expected as soon as the student begins earning money. The fund then becomes available for other qualified students.

### COLLEGE AND STUDENT ACTIVITIES

The College subscribes to the philosophy that hard honest work, under competent Christian teachers, insures the development of the complete individual. There is no place in the college for the lazy individual. The resources of the college are dedicated to the task of teaching the student how to live and not how to make a living. However, the value of certain extra-curricula activities is recognized. Therefore, the college sponsors work in athletics, forensics, dramatics, etc. All activities are under direct supervision of the faculty. Precaution is taken that no one extra-curricula activity takes an undue amount of the student's time.

Nothing shall be presented at any public exercise of the college which has not been passed on by a designated member of the faculty.

### COLLEGE-COMMUNITY CHURCH

One of the unique features of Hiwassee is the College-Community Church. The church membership is composed of students, faculty, and people of the community. In addition to the regular Sunday services, different organizations of young people described elsewhere carry on their regular work. Students participate in the various activities of the church and thus receive valuable training for church leadership.

All students are required to attend Church School and Sunday morning services. In addition they are encouraged to attend vesper services on Sunday evening and mid-week prayer services. Students who are negligent in this regard are asked to appear before the Campus-Church Relations Committee. In the event they continue indifferent to the program of the church, they are asked to appear before the Campus Life Committee which makes final ruling in such matters.

### SOCIAL FUNCTIONS

Social functions provided by the faculty and students give the necessary social development and tend to relieve the mind from the strain of continuous study. One of the first of these occasions at the beginning of the year is the reception at which students and faculty meet in a social way. Hikes, picnics, sunrise breakfasts, receptions, and banquets are social events that are sponsored by the various organizations under the direction of the administration.

Social privileges will be granted by proper authorities upon stated occasions.

Groups of students are not allowed to go on parties or excursions except by permission and then only when properly chaperoned.



## YOUNG PEOPLE'S DIVISION

This organization is a part of the local church which is maintained on the campus with a full time pastor. It endeavors to provide trained leaders, inspiration in the religious program of the church, and social and recreational opportunities. The students are given definite responsibility for certain religious programs on the campus. The organization is responsible to the local Board of Christian Education.

## MINISTERIAL ASSOCIATION

This organization is composed of those students who have definitely accepted the ministry as their life's work. The organization has two functions, namely, to develop a fraternal spirit among the young men and to provide information, inspiration, and stimulation for their vocation. The meetings are spent in devotional talks, discussions of ministerial ethics, etc. Many of the members hold regular appointments and use this opportunity to discuss various problems in a practical way. The members are given an opportunity to preach in the college church and the churches of the community. The group is placed at the disposal of the local church officials to assist in promoting the work of the church in the vicinity of the college. In addition to the opportunities provided on the outside of the college the members share in the religious program on the campus.

## CHRISTIAN STUDENT MOVEMENT

The Christian Service Band is an organization for consecrated young men and women who are seeking to develop their religious experience. Some of the members are planning to give whole or part time service to the church. Its aim is to provide fellowship and an opportunity of putting religion into practical use. Meetings are held each week and are in charge of the students. The college pastor serves as faculty adviser and director. This group is the most effective religious organization on the campus and has the responsibility of maintaining the fine Christian spirit which has characterized Hiwassee since its founding.

## LYCEUMS

Each year the administration endeavors to present world-wide personalities for the benefit and development of the students in the fields of music, dramatics, lecturers, and explorers. These programs have proved very educational and entertaining.

## COLLEGE PUBLICATION

The College paper, THE HIWASSEAN, is a student publication of much interest to students, faculty, alumni and friends of Hiwassee. The

purpose of this production is to report activities on the campus and activities of the alumni of the college. The Pen Club sponsors and contributes most of the material for this publication.

## ATHLETICS

The College maintains athletic teams in the following sports: football, baseball, basketball, and tennis. The purpose of training in these sports is to afford the student proper exercise, physical development, and a technical knowledge of athletics. The college encourages properly regulated inter-scholastic athletics. Athletics are under the supervision of the Athletic Council.

Note:—It is necessary to curtail the athletic program for the duration of the war. Some inter-scholastic contests will be scheduled. In addition a strong intra-mural program of sports has been arranged to insure physical fitness to all students.

The following rules govern the scholarship and deportment of candidates for the various teams:

1. Students under twenty-one years of age must have written permission from parents or guardian to engage in football.
2. Students must average a passing grade to engage in matched games.
3. No student who is on probation by action of the faculty can participate in matched games.
4. A member of the faculty must accompany teams playing away from the home field.
5. Any student entering school more than 15 days late will not be allowed to participate in inter-scholastic athletics during that quarter.

## CAMPUS CLUBS

Phi Theta Kappa—National honorary scholastic fraternity.

Phi Rho Pi—National honorary debating fraternity.

Delta Psi Omega—National honorary dramatic fraternity.

Pen Club—Sponsors, edits THE HIWASSEAN.

Science Club—Composed of those students who are mainly interested in the sciences.

H-Club—Composed of those students who have earned a letter in extra-curricula activities.

## MEDALS AND AWARDS

The Balfour Medal is given to the student ranking highest in scholarship, loyalty, and achievement. Loyalty is determined by vote of the faculty, and achievement by vote of the student body.



#### Winners in 1944

Valedictory Honor Medal.....	(F. A. Carter)
Eva Frances Hilton	
Salutatory Honor Medal.....	(M. A. Stevenson)
Elizabeth Yadon	
Freshman Highest-Grade Medal.....	(Faculty)
Freda Tallent	
Best-Behaved Girl Award.....	(A Friend)
Eva Frances Hilton	
Balfour Medal.....	(L. G. Balfour Co.)
Jesus Torres	

#### ADMINISTRATION

##### Registration

All students are required to register on days indicated in the catalogue. If a student is prevented from registering at the appointed time, he will be charged \$5.00 for late registration. Students registering over two weeks late will not be permitted to take the maximum number of credit hours. Tennessee teachers who wish renewal of certificates should not be over two days late in registering.

##### Examinations and Tests

A charge of \$1.00 will be made for all tests and examinations given out of schedule.

##### Payment of Fees

At the time of registration, unless satisfactory arrangements have been made with the administration previous to this day, the student is required—

- (1) To pay the total quarter's charges, or
- (2) To pay the registration fees of \$10.00 plus one-third of the total other charges, the remaining payments due the fifth and ninth weeks of the quarter. An extra charge of \$3.00 is made if this plan is followed.

**WAR RATION BOOKS MUST BE TURNED IN TO THE BUSINESS OFFICE AT THE TIME OF REGISTRATION.**

No student will be permitted to take final examinations of any quarter if his account is unsettled. Before a student can receive a diploma or a transcript of credits, his account must be paid in cash. Because these rules will be strictly adhered to both the student and the parents should understand them before registration.

##### Additional Information Regarding Expenses

The College does not advance money to students.

Checks or money orders should be made payable to Hiwassee College.

Receipts for payments are not mailed to parents unless requested.

Because our prices are made for healthy students, any expense for physicians or for prescriptions must be borne by the student.

A student should, at the beginning of each quarter, have enough money to purchase the necessary books and supplies needed for his classes. It is possible for us to charge these items against the student's account, but since this entails extra bookkeeping that may not be necessary in all cases we should appreciate students making cash purchases. However, if parents wish to have these appear on the accounts, proper notice should be sent in advance to the business office.

##### Refunds For Withdrawal or Absences

The rules that follow will govern refunds.

(1) If a student is asked to withdraw, or if he withdraws for any reason other than illness, no refund is made.

(2) If illness requires a student to withdraw, tuition is charged to the end of the current month. Board, room rent, and laundry fee will be charged to the date of withdrawal—the date of withdrawal being the day the business office is notified of such action.

(3) No refund will be made for absence for any reason except illness and that only when the absence is for one month or more.

(4) No discount is given for late registration or for week-end absences.

(5) In no case will the registration fee be refunded.

(6) When a student is drafted into the armed services, refund will be made in accordance with Rule 2.

##### Class Absences

As many absences in a class per quarter as the class meets per week will be permitted. If in a five-hour course, a student has 6 cuts, 2 points will be deducted from the quarter's grade as turned in by the instructor. If a student has 7 cuts in such course, a total of 5 points will be deducted from the final grade. If in such course a student has eight absences, a total of 9 points will be deducted from the quarter's grade (2 points for the first cut, 3 points for the second, 4 points for the third, etc.). The points deducted increase an additional one for each absence above the limited number permitted in such course per quarter. The deductions from the grades will be made in the College office.

Students are urged not to cut class except in case of illness. If a student takes advantage of all cuts permitted him and then is compelled to miss class because of illness, he will probably fail the course. These cuts are to take care of absences due to athletic trips, official absences from the college due to debating and the like. Members of athletic teams are not permitted to





Before

THE BLAKE HOME

After







The Farm Produces Most of the Food for the College



Modern Farm Machinery is a Part of the Program



### ADMISSION TO COLLEGE

Admission to Hiwassee College may be secured in one of three ways:

1. By certificate of work done in a standard high school, or private preparatory school recognized by the accrediting authority or the state in which such school is located.

2. By examination in each of the subjects offered for admission under the direction of the heads of the departments concerned.

3. Candidates may secure credit for admission in part by certificate and in part by examination. Work done under private instruction will not be accepted except by examination.

Candidates for admission by certificate should submit their credits to the dean at least two weeks before the opening of the session. Those desiring to take examinations in whole or in part should make application to the dean before the opening of the session in September.

Candidates for admission are required to offer fifteen high school units acceptable to the Tennessee State Department of Education.

### REQUIREMENTS FOR GRADUATION

The unit of credit in the college is the quarter hour which is one subject pursued in class for twelve weeks with one recitation per week. Three courses with classes meeting five hours per week is the usual load.

Six quarters of twelve weeks duration must be spent in residence before any diploma or

application for permanent elementary certificate is granted. A student who registers and gets a quarter's residence credit must carry a minimum of twelve quarter hours for the quarter. Four quarters of these six quarters may be spent in some other accredited school and transferred to Hiwassee.

A total of ninety-six quarter hours is required for graduation. The following subjects are required of all students: English 101, 102, 103, 201 and either 202 or 203; six hours in Bible, consisting of either Bible 101 and 201, or 101 and 102, or 201 and 202; and Agriculture 100. The remaining hours should be chosen so as to meet requirements in the student's chosen profession.

In addition to the ninety-six quarter hours required for graduation, a total of ninety-six quality credits, which is a C average, is required. No student who falls below this average will be recommended for entrance to senior college, university, or professional school. Quality credits are determined as follows: A-3 quality credits per quarter hour; B-2 credits; C-1 credit.

D is the lowest passing grade. A grade of E entitles the student to another examination provided this examination is taken in the quarter following that in which the condition is made.

### GRADING SYSTEM

A—95-100	D—70-74
B—85-94	E—Conditioned (60-70)
C—75-84	F—Failure (Below 60)



The Tennis Courts are Shaded by Giant Trees Making Them A Delightful Recreation Spot



# STUDENT ACTIVITIES

• *Officers*

• *Organizations*

• *Classes*

• *Clubs*







*Judy Taylor*  
President Holston Conference Youth Organization



*Miss Hiwassee*

*Rosamond  
Bartlett*



## *Beauties*



Edith McCarter



Evylee Deaton



Betty Jane Anderson





### *Student Body Officers*

Left to Right—Pat Graham, President; Floyd Davis, Vice President; Luella Bain, Secretary.

### *Senior Class Officers*

Front Row, Left to Right—Helen Sneed, Vice-President; Nina Wattenbarger, Secretary-Treasurer; Bobbye Britton, Recreation Chairman.

Back Row, Left to Right—Jesus Torres, President; Freda Tallent, Reporter.



## *High School Senior Class Officers*

Front Row, Left to Right—Dolores Prow, Secretary; Van Bonney, Vice President; Sidney Patty, Treasurer.

Back Row, Left to Right—Miss Betty Jane Miller, Class Sponsor; Burchard Berry, President.



## *Ministerial Association*

Left to Right—Pat Graham; Burchard Berry, President; Floyd Davis; Rev. Horace N. Barker, Sponsor.





Left to Right—Pat Graham; Joanne Gennoe; Burchard Berry; Rosamond Bartlett; Mary Elizabeth Gouldy; Jesus Torres; Floyd Davis, President; Betty Lou Banner, President; Freeda Harmon; Agnes Deakins; James Hull; Dorothy White; James Walker; Judy Taylor.

## *Student Council*

Believing that principles of democracy are learned through active participation, the administration has seen fit to let the students govern themselves through the student council. The council, composed of both boys and girls elected by the student body at the beginning of the year, has charge of the conduct of students in the respective dormitories. The boys' council and the girls' council are separate, yet when the occasion demands, they meet together and act together. This feature of student life helps to build citizenship by teaching that with every privilege there is a corresponding duty.



Left to Right—Evylee Deaton, President; Virginia Hutcheson, Secretary and Treasurer; Rev. H. N. Barker, Pastor; Stephen Dean, Chairman World Friendship Commission; Will G. Lenor, Vice-President; Betty Jane Anderson, Chairman Recreation Commission; Martha McCready, Chairman Community Service; Rosamond Bartlett, Chairman Worship Commission; Miss Nancy Eastridge, Sponsor.

## *Student Christian Movement*

The Student Christian Movement, the central religious organization in the school, has charge of both the Sunday evening and the Wednesday evening church services, as well as the recreation for the student body and various other activities on the campus. At the beginning of each quarter the officers and the faculty advisor are elected by the student body. This group works with the pastor and the administration in helping to carry out the program of the church.





### *College Senior Class*

Front Row, Left to Right—Jane McCready, Martha McCready, Mary Elizabeth Gouldy, Rosamond Bartlett, Ann Johnson, Bobby Britton, Luolla Bain. Second Row—Edith McCarter, Christine Underwood, Mildred Wells, Edna Frost, Allene Sliger. Third Row—Jean Sutherland, Nina Wells, Kathaleen Allen, Helen Sneed, Freda Tallent. Back Row—Pat Graham, Nina Wattenbarger, Judy Taylor, Jesus Torres, Dorothy White.

### *High School Senior Class*

Front Row, Left to Right—Stephen Dean, Van Bonney, Claire Plummer, Sidney Patty, Joanne Gennoe, Jo Lawhon. Second Row—James Walker, Miss Betty Jane Miller, Sponsor, Dolores Prow, James Hull, Morgan Stickley. Back Row—Peggy Gorry, Burchard Berry, Shirley Culbertson, Will G. Lenoir.





### *College Freshman Class*

First Row, Left to Right—Iris Hughes, Gearldine Harmon, Ada Palmer, Josephine McGuire, Grace Davenport, Matilda Lowry, Bonny McCready. Second Row—Betty Thompson, Maridelle Fields, Agnes Deakins, Nell Woody, Jane Ann Vineyard, Betty Sloan. Third Row—Mary Vaughn, Virginia Hutcheson, Mildred Counts, Katherine Moates, Beulah Glover, Evylee Deaton. Fourth Row—Freeda Harmon, Martha Anne Cummings, Fanny Lou Chastain, Betty Lou Banner, W. N. Beverly, Henderson Graham. Back—Winston Willis, Floyd Davis.

### *Freshman, Sophomore and Junior High School Group*

Front Row—Paul Coward, Frances Thrasher, Gwendolyn Barr, Mary Jo Campbell, Romona Gupton, Betsy Martin. Second Row—Billy Fricks, Yvonne Gupton, Rebecca Hawkins, Ruth Giffin, Betty Jane Anderson, Edwin Huffman. Third Row—Robert Cress, Gene Wilkinson, Ruby Campbell, Ray Wilkerson, Riley Westmoreland. Back Row—Garnett Helton, Jimmy Anderson, Richard Cain.







### *Cheer Leaders*

Left to Right—Bobbie Britton, Evylee Deaton, Betty Jane Anderson

### *Phi Theta Kappa*

First Row, Left to Right—Bobbie Britton, Freda Tallent, Edna Frost. Second Row—Rosamond Bartlett, Betty Lou Banner, Jane McCready. Third Row—Allene Sliger, Betty Sloan, Evylee Deaton. Back Row—Floyd Davis, Pat Graham, Mrs. G. R. Cash, Sponsor.





### *Trio*

Left to Right—Ann Johnson, Ruby Campbell, Judy Taylor, Miss Elizabeth Hribal, Director

### *The Choir*

First Row, Left to Right—Betsy Martin, Matilda Lowry, Frances Thrasher, Joanne Gennoe, Gwendolyn Barr, Romona Gup-ton, Ann Johnson. Second Row—Miss Elizabeth Hribal, Director, Claire Plummer, Dolores Prow, Jo Lawhon, Rebecca Hawkins, Virginia Hutcheson, Christine Underwood, Edith McCarter. Third Row—Judy Taylor, Evylee Deaton, Betty Lou Banner, Peggy Gorry, Mrs. Burl Sands, Ruby Campbell. Back Row—Will G. Lenoir, Winston Willis, Henderson Graham, Billy Fricks.







### *Girls' Basketball Team*

Front to Back—Freeda Harmon, Josephine McGuire, Nell Woody, Martha Anne Cummings, Agnes Deakins, Allene Sliger, Muriel Shadow, Maridelle Fields, Rebecca Hawkins, Shirley Culbertson, Betty Lou Banner, Freda Tallent.



*Boys' Basketball Team*

Front to Back—Hugh Smith, Emert Crowson, Billy Fricks, James Hull, Pat Graham, Ray Needham, Robert Young, James Walker, Jess Steele, Will G. Lenoir, W. N. Beverly, Jesus Torres, Robert Cress, Manager.



*Honor Students*



EVA HILTON  
Valedictorian, 1944



JESUS TORRES  
Winner Balfour Medal, 1944



ELIZABETH YADON  
Salutatorian, 1944





# *A Basis for Universal Education*

**Nature Declares Integration Basic: Education Cannot Disregard So Fundamental A Principle.**

Current times cause people, and especially those engaged in educational and religious activities, to re-assess values. Out of chaos and strife comes the cry for factors and forces that bind, relate and unify. Education must accept this challenge. Hiwassee College herewith sets forth its premise for the adjustment of its educational emphasis.

The present and future of our national resources and the part they play in the welfare of rural and urban populations is challenging. Victory for the United Nations and peace time welfare of democratic people cannot be discussed without giving consideration to our dependence on them.

Resources are contributions of nature. Nature creates and man discovers. This is an all-time, sacred relationship to which in our thinking we have been indifferent, if not uninformed. Discovery has led man to assume that resources are his possessions rather than a trust in his hands to understand and to utilize. In the discovery of new elements or vitamins for example the glory is all absorbed by man. Vitamins and elements were here long before they were discovered. Why not give praise to a creative concept that created and nurtured elements and compounds all through the continuously evolving processes of nature.

The contributions of nature and the contributions of man have been termed "The Common Mooring of Humanity." Nature's provisions are governed by immutable laws. Her contributions are dependable. It would be tragic if the millions of acres sown to wheat each year would bring forth cockleburs or thistles. Why this faith that we shall reap what we sow? How certain we are that our children to be born shall be human. We must know more of nature's gifts of material substance and laws if what man contributes shall approach maximum accomplishment.

We must see in nature the presence of a great eternal father, creating and passing down to continuous generations of his children the essential provisions of life, and see in man the universal brother, since all races of humanity are biologically the same. Under such interpretations, Fatherhood and Brotherhood, like the search for truth, are not confined to families, races, or nations, but are international. This conception may have greater significance now than at any other time in the history of man as to what resources are, and the use and distribution that is to be made by them within the nation and among all other nations of the world.

The Christian era has stimulated discovery by man—discovery of his environment—the sun, the stars, the earth, air, water, land, and

finally man himself and his neighbors. The story of these discoveries and their application and interpretation, or lack of application and interpretation, by man is found upon the library shelves of the world. These discoveries have influenced the physical, mental, and spiritual lives of past generations, and the methods of regarding this influence. One book, the Bible, ties forever the major story of God's relation to the provisions of nature to man.

All these discoveries through the ages point definitely to partnership being necessary in the contributions of nature and the contributions of man. The interplay of the diversity of nature and the diversity of the talents of man demands that there is a universal concept of freedom in order that the operations of a great fatherhood and a great brotherhood may flow on and as primary factors in the advancement of civilization until the four freedoms may become realities in every generation.

One of the chief reasons why freedom has not yet become a universal concept is the fact that before the average layman possessed a knowledge of these discoveries the world became industrialized. Great cities sprang up; and in this atmosphere, self interest became the main principle. More than one hundred years ago adequate information was at hand which would have definitely directed the average layman toward his partnership with nature. He failed to grasp it under the stress of industrialization and urbanization.

If the various races of humanity are of the same biological pattern, the brotherhood of man has gone into reverse and nature's contributions and those of man are being organized in many respects for the destruction instead of the conservation of human and natural resources.

We may well take pride in the distance we have come and the heights we have achieved; but we must, if we are to be true to ourselves and to the institutions which we have created, look into the future to see where we are going. What course must we plot and toward what objectives must we strive? What is the place of education in the world of today, and especially in the years following a global war? How best may it fulfill its functions in the complex society in which we live? How best may it contribute to the peace and prosperity longed for by troubled people of the earth?

The importance of education in shaping social and political trends and events has long been recognized. It should continuously prepare seekers after truth and propounders of the discovered truths for the benefit of mankind. We do not seek only those truths which will benefit our own small group, or our own nation,

but universal truth. It is the function of education to seek after truth in order that we may better understand the world we live in and to reveal and translate those truths so that they may be applied to the problems of living and of perpetuating the human enterprise.

This is the ideal. But we may ponder whether or not we are achieving it. There is no doubt but that in the past century education's contributions to general advancement have been greater than in all previous history. We have discovered more about the nature of man and the world in which he is a contributing partner during this period than ever was known before. When universities were first organized, little was known of the physical world; today we have identified some 90 elements and of these we have determined that some 20 are essential to all life processes. We have piled fact upon fact of the physical world until we have amassed knowledge which enables us to build a civilization based upon scientific truth and technology without parallel. Due to research and invention and the resultant development of technology based on the resources of elements, we have so vastly expanded man's powers that the possibilities are almost limitless.

Yet at the same time, the human race has in countless ways used its powers to squander resources at a faster and faster rate. It has heedlessly decimated mines and forests and has wasted the resources of land and water. It has, time after time, gone contentiously to war and wasted resources which are essential to peacetime development. It has done this chiefly out of ignorance and as a direct result of the lack of a common understanding of basic resources which could underlie a common faith in the human enterprise. In short, what has happened has been that most of our institutions and concepts developed and became set along traditional lines during periods when scientific guidance was in its infancy. As a result, we find our institutions and agencies handicapped by old cultures and traditions and economic and political alignments which often run counter to the modern interests of mankind when those interests are viewed in the light of the scientific facts. Universities and agencies of government and the people themselves will fail in their efforts to promote peace and practical democracy over the world unless they find the ways and means, equitably and with understanding, of learning to know what our fundamental resources are, developing them, utilizing them, and conserving them.

For the present and until the task is thoroughly completed, this, then, is the problem to which education should devote itself. This will require a drastic change in our identifying and thinking as to what are the basic resources to which research and education should be applied. We have progressed so fast in the very late centuries in what we liked to call "the con-

quest of nature" that we have failed to keep pace—in common knowledge at least—with the facts of natural laws which must rigidly govern our use of the basic resources which nature has, in some cases prodigally and in others sparingly, given to us to work with. We have been "unaware of the forest because of the trees."

This is illustrated in our present educational system, where "subjects" are neatly tucked away in compartments and seldom related and only then remotely, to the resources and the elements by which men live. We have in our teaching generated specialists, which is all right if each specialized field knows and understands its relationship to the common problem of resource development in its application to the total economy of people.

This is the result of "fragmentation" of the educational program. We are in an age of specialization, in which members of society concern themselves with limited advanced fields to the practical exclusion of all others and, more important, to the exclusion of any over-all concept of the manner in which their immediate work fits into the whole of life. To this compartmentalized specialization education has contributed. We must remove the partitions and give the specialists that elbow room they need to bring them in contact with other fields which have their common mooring of elements and energy.

The time has come—if indeed it is not long overdue—for the universities and colleges to take the lead in the new concept of education, fundamentally based on elements and energy.

It is essentially to discern, to learn and to make a matter of common knowledge, that the elements, the energy, and the mind and spirit of man are the basic resources and are the common heritage of all mankind. They are the only things, too, he has to work with for the present good and the future development of the human race. It may well be that the primary effort of education is to make vital in the understanding of all people, man's dependence upon natural and human resources and the responsibilities and relationships that go with such dependence.

In our courses of study, we are attempting to integrate subject segments which make up the basic framework of what has been designated as "The Common Mooring of Humanity." In the teaching materials of our classrooms and laboratories, our fields, our institutional family groups, and the Rural Community with which Hiwassee College is associated, we have real life situations where an education can be acquired in a world of reality. Our teaching will be to meet the needs of these real life situations. We believe the basic experience that enables the pupils to meet these demands can be expanded to meet any of the coming experiences of humanity.





Lawrence Home For Women



Boys' Dormitory

## Curricula

### PRE-AGRICULTURAL COURSE

The following course of study is for students who wish to enter agricultural college at the end of two years at Hiwassee. This schedule would prepare the student by giving him acceptable science and elective courses so that he could devote practically full time in agricultural college to scientific agricultural subjects and complete work for his degree in two years.

Ample opportunity for practical farm experience is provided through actual work on the college farm. Student work on the farm will be organized so as to give practical farm and community application to class work in the courses listed below.

#### Freshman Year

First Quarter:	Second Quarter:	Third Quarter:
English 101	English 102	English 103
Chemistry 101	Chemistry 102	Chemistry 103
Math. 101	Math. 102	Economics 101
Zoology 201 or	Zoology 202 or	Zoology 203 or
Botany 101	Botany 102	Botany 103
Agriculture 100		

#### Sophomore Year

First Quarter:	Second Quarter:	Third Quarter:
Botany 101 or	Botany 102 or	Botany 103 or
Zoology 201	Zoology 202	Zoology 203
Physics 201	Physics 202	History 204
Psychology 102	Hygiene 205	Sociology 101
Bible	Bible	Geography 201
Agriculture 201	Agriculture 202	Agriculture 203

### HOME ECONOMICS COURSE

#### Freshman Year

First Quarter:	Second Quarter:	Third Quarter:
English 101	English 102	English 103
Home Ec. 101	Home Ec. 102	Home Ec. 103
Sociology 101	Bible 101	Bible 102
Chemistry 101	Chemistry 102	Chemistry 103
Economics 101	Elective	Bacteriology 104

#### Sophomore Year

First Quarter:	Second Quarter:	Third Quarter:
English 201	English 202	Education 201
Home Ec. 105	Home Ec. 106	Home Ec. 206
Home Ec. 201	Home Ec. 202	Home Ec. 203
Home Ec. 222	Education 102	Home Ec. 221
Sociology 101	Elective	English 203

### VOCATIONAL ARTS COURSE

#### Freshman Year

First Quarter:	Second Quarter:	Third Quarter:
English 101	English 102	English 103
Math. 101 or	Math. 102 or	Math. 103 or
Science	Science	Science
Foreign Language	Foreign Language	Foreign Language
Bible 101	General	Agriculture 100
	Psychology	

#### Sophomore Year

First Quarter:	Second Quarter:	Third Quarter:
English 201	Bible 201	English 203
History 101 or 201	English 202	History 203
Foreign Language or Science	History 102 or 202	Foreign Language or Science
	Foreign Language or Science	

### PRE-MEDICAL COURSE

The Pre-Medical Curriculum is arranged to meet the recommendations of the Council on Medical Education of the American Medical Association. A student who intends to enter a college of medicine must have been passed in the pre-medical courses with an average of 85 percent, and in addition must have an acceptable record on the medical-aptitude test offered by the Association of American Medical Colleges.

#### Freshman Year

First Quarter:	Second Quarter:	Third Quarter:
Chemistry 101	Chemistry 102	Chemistry 103
Math. 101	Math. 102	Math. 103
Zoology 201	Zoology 202	Zoology 203
English 101	English 102	English 103

#### Sophomore Year

First Quarter:	Second Quarter:	Third Quarter:
Chemistry 204	Chemistry 205	Chemistry 206
Physics 201	Physics 202	Physics 203
English 201	English 202	Bible 202
Bible 101	Elective	English 203



George R. Cash, B.A., M.S.  
Dean and Physical Science



## PRE-ENGINEERING COURSE

### Freshman Year

First Quarter:	Second Quarter:	Third Quarter:
Mathematics 101	Mathematics 102	English 103
English 101	English 102	Mathematics 103
Chemistry 101	Chemistry 102	Bible 101
Eng. Drawing 101	Eng. Drawing 102	Chemistry 103
		Eng. Drawing 103

### Sophomore Year

First Quarter:	Second Quarter:	Third Quarter:
Mathematics 201	Mathematics 202	Mathematics 203
Physics 201	Physics 202	Physics 203
English 201	Bible 202	English 203
Economics	Economics	Desc. Geom. 203
Desc. Geom. 201	Desc. Geom. 202	

Chemical Engineering courses require Chemistry 201, 202, and 203, and Chemistry 204, 205, and 206 in place of Economics.

## COMMERCE AND BUSINESS EDUCATION

### First Year

	Quarter Hrs.
English 101, 102, 103 .....	9
Math. 101 .....	10
Biological or Physical Science .....	8
Economics 101 .....	3
*History 201, 203 .....	8
Bible 101 .....	3
Secretarial Science 101, 102, 103 .....	6

\*Spanish or French may be substituted for History 203.

### Second Year

	Quarter Hrs.
English 201, 202, 203 .....	9
History 202 .....	4
*Sociology 101 .....	3
Bible 201 .....	3
*Geography 202 .....	5
Secretarial Science 201, 202, 203 .....	9
Secretarial Science 211, 212, 213 .....	9
Secretarial Science 223 .....	3
Secretarial Science 233 .....	3

\*Spanish or French may be substituted for Sociology 101 and Geography 202.

## REQUIRED COURSES FOR TENNESSEE TEACHERS IN THE ELEMENTARY SCHOOLS

Arts ..... 6 Quarter Hrs.  
Fine and Practical, Appreciation and Applied.

Education ..... 18 Quarter Hrs.

Psychology, General and Child, 6.  
Materials and methods in the various elementary school subjects, including supervised observation. (Should include such subjects as the teaching of reading, arithmetic, spelling, penmanship, language, geography, health, etc.) 9. Directed observation, participation and teaching, 5. Arithmetic Content. Three hours credit.

English ..... 18 Quarter Hrs.

Composition, oral and written, 9.  
Survey of American or English Literature, 6.  
Children's Literature, 3.

Health ..... 10 Quarter Hrs.

Personal, Child, and community hygiene.  
Child care, nutrition, children's diseases.

Music ..... 6 Quarter Hrs.

Appreciation and Public School Music.

Physical Education ..... 3 Quarter Hrs.

Plays and Games.

Science ..... 9 Quarter Hrs.

Botany or Zoology, 8 hours.  
Agriculture 100, 1 hour.

Social Science ..... 18 Quarter Hrs.

Problems of Civilization, 10.  
or American History and Civics, 10.  
Geography, 10.



Rev. Horace N. Barker, B.A., B.D., M.A.  
College and Community Pastor

## College Courses of Instruction

### BIBLE AND RELIGIOUS EDUCATION

Hiwassee College has become known as an institution with a spiritual atmosphere. Religion and its affiliated subjects are a part of the curriculum not because the college has connections with the Methodist Church, but because the trustees and administration believe that education which does not carry with it soul culture is incomplete. This has been the conviction of the school since its founding in 1849. The trustees are dedicated to this conviction and have made Bible a required subject for graduation. All students who plan to receive a college diploma must take as much as six hours in Bible. However, most of our students who care to take the full twelve hours receive full credit from the schools they enter after graduating from Hiwassee.

The work of this department is under the supervision of the Department of Schools and Colleges of the Methodist Church. Courses, texts, and methods of instruction are in harmony with the program of our church. The training Department will give credit (Standard Training) for work done in any courses offered by this department.

101. **Introduction to the Old Testament.** This course is a survey of the Old Testament. Its purpose is to assist the students in evaluating the groups of writings during the different epochs of Hebrew history. A text, parallel reading, and term paper required. Three hours credit.



Rev. J. K. Dean, B.A.  
Bible and Religious Education

102. **Introduction to the New Testament.** This is a study of the gospels, the account of the founding of the Apostolic Church, the growth of Christianity and Paul's influence on the early church. The author, the time and place of writing, and the emphasis of each book are treated. The Bible, a text, and collateral reading also. Term paper required. Three hours credit.
103. **History of Methodism.** This course deals with the rise of Methodism and the development through which it has gone. Special attention is given to the contributions made by outstanding leaders. A text, collateral reading, and term paper required. Three hours credit.
201. **Social Teachings of the Hebrew Prophets.** The Bible and a text are used, supplemented by collateral reading. The purpose of this course is to study the prophets and their message. Each prophet is studied in the light of the world conditions of his age. In the analysis of their messages application is made to present-day social problems. Term paper required. Three hours credit.
202. **The Life and Teachings of Jesus.** This course is divided into two parts. Part One consists of a study of the historical facts concerning the life of Jesus. Part Two consists of study of the teachings of Jesus with their application to our present-day problems. The Bible and a text are used. Term paper required. Three hours credit.
203. **Introduction to Christian Education.** This course is designed to meet the demand for better trained religious leaders. A study is made of educational principles, the various forms and methods of administration of Christian education used and the types of curricula appropriate to the various needs. A text is used with collateral reading. Three hours credit. (Open only to Sophomores).

### ENGLISH

The English courses are designed to guide the student to more successful living by enabling him to speak and write with a fair degree of proficiency and by giving him a background of the best in both English and American literature. Those students ranking low on placement tests given at the beginning of the term, and those not meeting the standard of the classroom work are required to meet five days a week rather than three. A total of fifteen hours of English is required of every student.





**Nancy Eastridge, B.A., M.A.**  
English

101. **English Composition.** The fundamentals of grammar. An intensive study of sentence analysis, punctuation, and correct usage in both written and spoken English. Students must secure credit for 101 before beginning any other English course. Three hours credit.
102. **English Composition.** The fundamentals of composition; paragraphing, principles of research, use of the library, exposition. Three hours credit.
103. **English Composition.** Writing based on literary types such as essays, plays, character sketches, poetry and short stories, with an introduction to the study of literature. Three hours credit.
- 201-202. **Survey of English Literature.** A survey of the literature of England from **Beowulf** to the present time. The lives of authors and historical influences as well as literary appreciation are emphasized. Three hours credit each quarter.
203. **A Survey of American Literature.** A survey of American thought and ideals from the colonial beginning to achievement in nationalism. Three hours credit.

## EDUCATION

The Teachers' Professional Certificates are issued in several states on the completion of a prescribed two-year course of study in a standard normal school or teachers' college which required for admission graduation from a standard public or private high school or passing standard college entrance examinations. The program of studies must cover a minimum of ninety college quarter hours and a grade of C must be averaged. The holders of such certificates are permitted to teach all subjects in the elementary schools, together with those subjects in high schools in which they have a minimum of eighteen quarter hours of college work. These certificates are renewable, subject to such regulations as may be in force in the state at the time of expiration.

The curriculum is designed for those who are planning to teach in the elementary or junior high schools. There is a training school on the edge of the campus which is controlled, organized, and standardized, jointly, by the Monroe County Board of Education and Hiwassee College, for the purpose of furnishing prospective teachers with adequate teaching facilities. The curriculum meets the requirements for professional certificates in preparing teachers for filling rural or urban teaching positions.

102. **General Psychology.** This course includes a brief study of the nervous system and of the relation of mental processes to neural activity. Sensations, conceptions,



**Flora Bryson, S.B., M.A.**  
Education and Teacher Training



**Mrs. Anderson Dye**  
Teacher Training

memory, imagination, attention, judgment, reasoning, and mental and emotional adjustment, as related to practical life situations, are studied in detail. This is a basic course for other psychology and other education courses. Three hours credit.

103. **Educational Psychology.** This course is intended as a definite application of methods and results of experimental psychology to problems of training children. It is especially helpful to those who expect to teach. Open to all who have had General Psychology or a biological science. Three hours credit.
201. **Child Psychology.** The origin and development of child study. A study of the mental growth from infancy to adolescence; innate tendencies and capacities and their relation to the physical, mental, and moral development of the child; special emphasis upon emotional adjustments and their relation to physical and mental health and to the development of personality. Prerequisite: General Psychology, 102. Three hours credit.
104. **Arithmetic—Methods and Content.** The content of this course is concrete and correlated with work in a teaching situation. It is not merely a content course, but deals

with the history and psychology underlying number learning and with the arithmetical principles basic to the child's understanding and mastery of arithmetic, thus making arithmetic function as a ready tool in the everyday life of the child. Prerequisite: Eighth Grade ability as shown by standard achievement tests. Any deficiency may be made up by remedial work in a non-credit course. Three hours credit.

105. **The Teaching of Social Subjects.** This course is organized around geography and correlated with the physical features of the average rural community. It is the purpose of this course to help teachers of geography in the grades to see the needs of so selecting, organizing and presenting the subject matter that the pupils may be led to an active interest in local geography to be used as a type for larger areas. Teaching devices are collected, and projects and units worked out and put into practice by members of the class with pupils in the Training School, in such subjects as soil conservation, local forestry, flood control, mosquito control, etc. Three hours credit.
106. **The Technique of Teaching Language Arts.** This course is organized to meet the needs of grade and rural teachers. A study is made of the underlying principles involved in the teaching of oral and silent reading as a skill; correct speech; spelling, punctuation, sentence structure; and manuscript writing in the lower grades, with the methods involved in securing results. It includes also the equipment and supplies needed, the evaluation of textbooks, and supplementary materials. Three hours credit.
107. **Rural Education.** A comparative survey of the entire field of rural education and country life. A specific study of the physical features of a given rural community—streams, contour, soil erosion, and condition of the forests and crops; animals and poultry produced; roads, transportation, communication, marketing; access to church, schools, and recreation centers; contact with Home Demonstration and County Demonstration agents, P. T. A. and other organizations.  
A study is made of the aims, organization, and management of rural schools—class room routine, discipline, supervised play, and methods of teaching, together with various methods of soil conservation, rotation of crops, simple rules of home dairying, sanitation and diet. The aim is to broaden the vision and deepen the sympathies for rural life and its possibilities. Three hours credit.



202. **Supervised Teaching.** For the benefit of students who are required to take student teaching in their respective states, opportunity is given for practice teaching in the Training School. The first two weeks of this time is devoted to observation and criticism of work actually done in the various grades. Then the student teacher is given responsibility for the instruction and management of a class of children under the supervision of a critic teacher. The student teacher is responsible to the school for the conduction of the class and to the supervisor for the selection and organization of materials and for lesson plans. In addition to practice teaching, students are required to meet two hours a week for teachers' conference. They are also required to attend P. T. A. meetings and to make a given number of calls in the homes of the pupils. No cuts are allowed in this course. Fee for materials \$1.00. Five hours credit.
205. **Children's Literature.** The selection and presentation of literature for children. A study and classification of the material most available for work in the field of children's literature throughout the grades. Folk rhymes, folk stories, fables, myths, legends, realistic and historical tales, nature stories, Bible stories, some of the best modern stories, biographies and poetry will be included. Practice in story telling and dramatic interpretation culminated in a play given in the college auditorium by the student teachers and pupils of the Training School, lend interest to the work. Three hours credit.

#### HISTORY

101. **Modern European History 1871-1920.** Social factors in nineteenth century Europe, domestic history of Great Britain, Russia, Latin Europe, and Teutonic Europe. Spread of European Civilization in Asia, Africa, and America. International relations. World War I. Four hours credit.
102. **Modern European History 1921 to the present.** A continuation of History 101. Study of totalitarian Europe, rise of Communism, Fascism, Nazism. British Empire. Decadent Democracies. Background of World War II. Four hours credit.
103. **Current World History.** This course deals with the present World History. The changing pattern of World War II will guide the class room study. The daily newspapers and magazine articles will be used as background materials. One hour credit.



W. O. Evers, B.S., M.A.  
Social Science

201. **American History.** The story of American life with emphasis on the origin and development of American ideals and institutions. The course begins with a study of the transition of civilization from the Old World to the New. It is followed by the origin of our American institutions, Colonial contributions to American democracy, Colonial life and culture, the struggle for American independence, and the founding of American nationality. Four hours credit.
202. **American History.** A continuation of History 201. Emphasis is placed on social, economic, and political development. An attempt is made to relate the past to the present. A study is made of the development of American nationality and democracy and of the sectional controversies as related to the growth of our nation. The westward movement as a force in American history is traced throughout our history. The slavery controversy is studied from its beginning through the reconstruction period and its effects on American life noted. The great reform movements, such as the movement for universal education, the improved condition of labor, women's rights, the struggle for prison reform, and more humane treatment of the insane are related to present-day problems. Four hours credit.
203. **American History.** A continuation of History 202. Recent social, economic and political history. The social and eco-



**Mrs. I. C. Taylor**  
Dean of Women

conomic effects of the industrialization of the United States. The development of metropolitan areas and its effects on American life. The development of modern systems of transportation. The rise of the labor movement. The financial system of the United States. Trends in our foreign policy—from isolation to economic imperialism to international cooperation. Survey of our tariff policy—from protection to reciprocal agreements. Relation of the government to agriculture, housing, unemployment. Recent attempts at relief, recovery, and reform. Recent political trends and their effects on American life. The effects of social and economic forces on our democratic institutions. Four hours credit.

204. **American Government.** A study of the principles and problems of government in the United States, the constitution of the United States, the people as voters, political parties, and elections. Four hours credit.

#### **SOCIOLOGY**

101. **Principles of Sociology.** An introductory course dealing with the fundamental principles and aims of sociology through a consideration of the nature and import of sociology, social evolution, socialization and social control, social ideals and social pathology. Special emphasis is placed on the problems of rural sociology

such as community organization, family problems, recreation, etc. Offered fall of 1946 and alternate years. Three hours credit.

#### **HYGIENE**

204. **Personal Community & School Hygiene.** (1) Health problems, attitudes toward health, Hygiene of the skeletal, respiratory, circulatory, tegumentary, excretory, and nervous systems; hygiene of the teeth, nose, throat, ear, and eye; prevention of specific diseases by vaccine and other means; first aid in accidents and acute poisoning. (2) A brief study of public and community hygiene, dealing mainly with the rural school and its environs. Ways and means to improve the health of the community by a pure water supply, pure milk supply, and sanitary home and school surroundings. Laboratory experiments required. Textbook, lectures, reports and parallel reading. Five hours credit.
205. **The Philosophy of Living.** A definite attempt is made to inculcate positive thinking into the student's philosophy of health and life. The course is primarily for the purpose of improving rural life by helping rural teachers and citizens to attain a more positive and healthful philosophy of life. The course is divided into two main fields, personal hygiene, which includes both physical and mental, and environmental hygiene. Five hours credit.



**Aaron H. Rapking, A.B., B.D., D.D.**  
Rural Education

#### **ECONOMICS**

101. **Principles of Economics.** Fundamental principles of economics are studied, such as the factors of production, land, labor and capital, value, demand, supply, competitive and monopoly prices, industrial stages and the industrial revolution, etc. The course is also broad enough to in-



clude briefly such fields of economic activity as division of labor, forms of business organization, combination, transportation, marketing, farm co-operatives, economic functions of government, money, business cycles, and foreign trade. Offered fall 1945 and alternate years. Three hours credit.

### GEOGRAPHY

201. **The Geography of the South.** This course is an attempt to describe the civilization of the South, mainly in its economic-geographic aspects, and to interpret this civilization in terms of its regional setting and its historical antecedents. Included in the classroom discussions are the following topics: the physiographic outlay of the South, the peopling of the South, manufacturing in the South; in short, it is the evolution of the Southern civilization. Five hours credit.
202. **Physical and Social Geography.** A general course designed to outline the relationships of the social and physical geographies, geography as a study of man and his environment, of man's distribution and activities, maps and their interpretation, weather and man, man and



**Arthur Williams, B.S.A.**  
Agriculture and Rural Education



**John Weaver**  
Superintendent of Buildings and Grounds

his environment and the uses he makes of it. Also included in this course is the geography of civilization from the origin of man up to the modern age. Five hours credit.

### AGRICULTURE

100. **Conservation of Natural Resources.** All students are required to take this course. Lectures and discussions will emphasize the basic principles of soil fertility and its importance to all citizens both rural and urban. One hour credit.
- 201, 202, 203. These are courses in practical farming based on problems encountered day by day on the 300 acre college farm. Students will assist in planning and carrying out farm practices necessary in the production of food for the college dining room. In addition to general farming, students will work on the following projects: dairying, beef cattle, hogs, poultry, and gardening. Two hours credit, each course.

### ROMANCE LANGUAGES Requirements

To fulfill the requirements for the literary diploma, the student must complete two quarters of the second year of either Spanish or



**Betty Jane Miller, B.A.**  
Romance Languages

French. If he offers two units in one of these languages he must pursue his study throughout all three quarters. If he offers two units in one of these languages as entrance credits, he may enter the second year course with the approval of the head of the department, and must continue this study for three quarters. It is advisable that he do this during his freshman year. Students pursuing the literary diploma who do not offer entrance units in a modern language are required to take it their first year and continue it two quarters of their senior year.

### SPANISH

- 101, 102, 103. For students with no previous instruction in Spanish. Intensive study of grammar and extensive reading, reports, conversation, and dictation. Three hours credit each course.
- 201, 202, 203. Thorough review of grammar during the first quarter; continuation of grammar during the second and third quarters and an intensive and extensive reading of novels, short stories, and drama by representative Spanish authors. Prerequisite: Spanish 101, 102, 103, or two units of high school Spanish. Three hours credit each course.

### FRENCH

- 101, 102, 103. For students with no previous instruction in French. Intensive study of grammar and extensive reading, reports, conversation, and dictation. Three hours credit each course.
- 201, 202, 203. Thorough review of grammar during the first quarter; continuation of grammar during the second and third quarters and an intensive and extensive reading of novels, short stories, and drama by representative French authors. Prerequisite: French 101, 102, 103, or two units of high school French. Three hours credit each course.

### HOME ECONOMICS

The home economics department is designed for both students whose course of study terminates with graduation from the junior college and those who plan to continue studying in a four-year college. Courses other than those listed will be offered upon request from a sufficient number of students.

101. **Nutrition.** The elementary principles of nutrition and the relation of food selection to health. Three hours credit.
- 102, 103. **Elementary Meal Preparation and Table Service.** An introduction to ele-



**Mrs. Burl Sands, B.S.**  
Home Economics



- mentary principles of cooking and serving of meals in the home. A study of food products and consumer's problems. 1 hour and 2 laboratory periods. Three hours credit each course.
221. **Advanced Meal Preparation and Table Service.** Prerequisite: 101-102-103. Meal preparation and methods of service for all occasions, marketing, and costs of meals for the family. Laboratory preparation of meals. 1 hour and 2 laboratory periods. Three hours credit.
222. **Elementary canning principles of food preservation with emphasis on retention of vitamins and minerals.** Use and care of pressure cooker. Experience in drying, open kettle, hot and cold pack, and pressure cooker methods. 1 hour and 2 laboratory periods. Three hours credit.
104. **Art in Everyday Life.** A study of the principles and elements of art, with applications to clothing and accessories, buildings, interiors, and household objects. Gives the student fundamental rules by which to form judgments. 1 hour and 2 laboratory periods. Three hours credit.
105. **Art in Home Life.** Prerequisite: 104. A continuation of Basic Art principles and their application to house planning and House Furnishings. 2 hours and 1 laboratory period. Three hours credit.
106. **Elementary Costume Design.** A study of art principles underlying dress and costume design. Aids in selection of clothing for all occasions, considering personalities, materials available, and costs. 1 hour and 2 laboratory periods. Three hours credit.
200. **Personality Development.** A clinic for personality improvement with emphasis on speech, poise, dress, health, etiquette and good grooming. 1 laboratory and 2 periods. Three hours credit.
- 201, 202. **Clothing Selection.** A course to help girls meet their clothing problems. A study of textile, fabrics, and designs in material from the standpoint of line and color. Study of cost and care of clothing. Emphasis is placed on personal grooming. 1 hour and 2 laboratory periods. Three hours credit each course.
203. **Clothing Construction.** A continuation of 202. Fundamental principles of construction and selection. Applies to cotton, synthetic, or wool fibers. Emphasis placed on tailoring. 1 hour and 2 laboratory periods. Three hours credit.
204. **Home Management.** Problems of home management, budgeting, and consumer education. Financial and other managerial problems of the family. Three hours credit.

205. **Human Relationships.** A study of modern family life including activities of the home as they relate to the development of the family and its individual members. Special emphasis given to boy-and-girl relationships. Three hours credit.
206. **Child Care.** The development, care, feeding, and clothing of infants and young children. Three hours credit.

#### NATURAL AND PHYSICAL SCIENCE

Positive applications of elementary science and mathematics are able to contribute much to a program of successful rural living. Cooperative action of classes in Trigonometry and Chemistry make available to the community such services as elementary surveying, mapping, terracing, and soil analysis.

#### MATHEMATICS

100. **Solid Geometry.** Courses in engineering require solid geometry as a prerequisite. This is intended for those who did not take the course in high school.
101. **College Algebra.** This course includes a brief review of high school algebra and further treatment of quadratic equations, factoring, the binomial theorem, permutations and combinations, elementary theory of equations, etc. Prerequisite: one and one-half entrance credits in algebra. Five hours credit.
102. **Plane Trigonometry.** Consideration of functions of sums and differences of angles, of multiple angles, identities, solutions of triangles, etc. Five hours credit.
103. **Analytic Geometry.** Rectangular and polar coordinate systems, transformation of coordinates, conic sections, the straight line, etc. Prerequisites: Math. 101, 102. Five hours credit.
- 201, 202, 203. **Differential and Integral Calculus.** The differentiation and integration of various functions with consideration of their application to problems of a technical or scientific nature. Three hours credit, each course.

#### MECHANICAL DRAWING

101. **Engineering Drawing.** Selection and use of equipment in lettering, orthographic projection, sectional views and dimensioning. Two three-hour or three two-hour laboratory periods. Three hours credit.
102. **Engineering Drawing.** Fastenings, springs, piping, working drawings, pictorial representation. Two three-hour or three two-hour laboratory periods. Three hours credit.

103. **Engineering Drawing.** Free hand sketches, charts, diagrams and graphs, maps, construction drawing. Two three-hour or three two-hour laboratory periods. Three hours credit.
201. **Descriptive Geometry.** A study of the point, line, and plane, with practical and theoretical applications. Prerequisites: Math. 101, 102, 103. Three hours credit.
202. **Descriptive Geometry.** Curved surfaces, tangent lines and planes, intersections, perspective, etc. Three hours credit.
203. **Descriptive Geometry.** A continuation of 202. Three hours credit.

### BIOLOGY

101. **General Botany.** An introductory course in the fundamentals of plant study and rural life, revealing the presence of God in the actual world about us. The course deals with general plant structures and life processes. Two lectures and two laboratory periods per week. Four hours credit.
- 102, 103. **A continuation of 101.** A systematic study of representative plants from the Thallophytes, Bryophytes, Pteridophytes, and Spermatophytes. The course will include the identification of the more common local flora. Two lectures and two laboratory periods per week. Four hours credit, each course.
104. **Bacteriology.** An introductory course especially adapted to the needs of students in agriculture and home economics. One lecture and two laboratory periods per week. Three hours credit.
- 201, 202. **Zoology.** An introduction to the general principles of zoology and animal biology. The laboratory forms include amphioxus, tunicates, dogfish sharks, the frog, etc. Two lectures and two laboratory periods per week. Four hours credit, each course.
203. **A Continuation of 202.** Special emphasis is given to the principles of inheritance. Two lectures and two laboratory periods per week. Four hours credit.

### DEPARTMENT OF COMMERCE AND BUSINESS EDUCATION

The curricula for two year's work in this department are prepared:

1. To provide vocational training for students who will not pursue work beyond junior college level, and
2. To give students who wish to obtain a degree in Commerce and Business Education from a senior college the course of study required in these colleges for the first two years of work.



**Mrs. George R. Cash, B.S.**  
Bookkeeper and Secretarial Science

### ACCOUNTING

- 201, 202, 203. No previous knowledge of bookkeeping required in this basic bookkeeping cycle, statements, depreciation, bad debts, accruals, and various phases of sole proprietorship, partnership, and corporation accounting are studied. Sophomores only. Four hours each week. Three hours credit, each course.

### SECRETARIAL SCIENCE

- 101, 102, 103. **Typewriting.** Mastery of keyboard; technique of machine operation, with emphasis on accuracy, rhythm, speed building; practice in writing letters, reports, outlines, manuscripts, and business forms according to acceptable standards of form and appearance. Three hours each week. Two hours credit, each course.
- 111, 112, 113. **Shorthand.** Fundamentals of Gregg Shorthand. Development of dictation speed; transcription and study of business letters. Prerequisite, Secretarial Science 101, 102, 103. Freshmen may be admitted to this class by passing examination given by instructor. Four hours each week, fall and winter quarters. Three hours credit, each course.



213. **Secretarial Practice.** Routine office projects, including dictation and transcription of business letters, study of standard business forms, filing, indexing; further duties of secretary as well as secretary-employer relation are studied. Laboratory work required. Prerequisites, Secretarial Science 101, 102, 103, 201, 202. Three hours each week. Three hours credit.
223. **Business Mathematics.** Compound interest, annuities, etc., mathematics of accrued items, depreciation. Five hours credit. Prerequisite: Math. 101.

#### PHYSICAL EDUCATION

101. **Theory and Practice of Major Sports.** This course consists of the theory and technique of athletic games: football, basketball, baseball, tennis, track, and volley ball. Satisfactory time is devoted to the study of field day activities. Three hours credit.
102. **Plays and Games.** This course is designed to meet the requirements in physical education for elementary certificates in Tennessee. It deals with methods, technique, and practice of teaching physical education. The leading purpose of the course is to acquaint the beginning teachers with a large number of plays and games which are most appropriate for the elementary grades. Three hours credit.

#### DEPARTMENT OF FINE ARTS—EXPRESSION AND PUBLIC SPEAKING

101. **Voice Training and Platform Art.** A systematic study of the development of voice and body and their relation to speaking and reading. The training process: The correct method of breathing is established; exercises to establish the right condition of tone, ease, freedom, purity, mellowness, and proper support. A study is made of different types of readings for platform work—dramatic, humorous, dialect, and impersonations. The student is given a practical knowledge of play directing and stagecraft. (Each graduate directs a one-act play for studio presentation). Two hours credit.
102. **A Continuation of Preceding Course.** The student strives toward a more flexible tone and greater delicacy of vocal effect; development of vocal range, agility in use of range, and all voice modulations. The vocal interpretation of all types of the best literature is used as media for development. Two hours credit.
103. **Fundamentals of Speech.** The study and application of the foundation principles of oral expression, conversation, common reading, interpretation, impersonation,



Elizabeth Hribal, B.M.  
Voice, Piano, Organ

public speaking, dramatics, and oratory. This course aims to offer speech training for the whole man: body, voice, and mental mechanism. An especially valuable course for ministerial and pre-law students. Two hours credit.

201. **Story telling.** Prerequisite: 101 and 102. The analysis and delivery of the story. Its difficulties and essentials; obtaining the effect on child audience. Two hours credit.

Note:—A completion of all courses previously described plus the fulfillment of the requirements for graduation from the college is required for a diploma in expression. Each graduate presents an evening's recital. Six quarter hours credit given.

#### PIANO

**First Year.** Principles of relaxation and weight stressed, working for beauty and depth of tone. Scales and technical work, Czerny, John Thompson's graded courses, Bach's Little preludes and Fugues, and Haydn and Mozart Sonatas.

**Second Year.** Technical work continued. Studies of Bach continued. Pieces of early Beethoven and Brahms.



### ORGAN

A student showing sufficient piano technique may be permitted to study organ.

**First Year.** Organ instruction books assigned to fit student's needs. Trios by Phienberger or Schneider. Nilson Pedal Studies, hymn playing.

**Second Year.** Nilson Pedal Studies continued. Bach's studies in pedal phrasing Bach's Little Preludes and Fugues and compositions of moderate difficulty.

### VIOLIN

The course in violin is adapted to the needs and ability of the individual. The following general method is adhered to.

**First Year.** Elementary instruction with special attention to correctness of position, trueness of tone and pitch. Careful instruction is given in rhythm and simple ensemble. Scales, exercises, and simple compositions in the first position are used.

**Second Year.** Continued stress on pitch, and tone, with more difficult bowing. Mastery of the first three positions, and study of standard and classic compositions. More advanced training in ensemble, and orchestral work is included.

### VOICE

**First Year.** Foundation of correct habits of breathing. Progressive exercises for development of breath control and equalization of tone. Italian, French and English songs.

**Second Year.** Continuation of Voice I. Mastery of technical difficulties. Study of phrasing, diction and interpretation. Lieder, arias, and songs of the best German, Italian, French, and English composers.

Students studying organ, voice, piano, or violin are expected to appear in at least two public recitals a year.

Courses in Music History, Theory of Music; Harmony, Sight Singing and Dictation, Counterpoint, etc., will be offered whenever there is sufficient demand.

### Trio

Three girls are chosen by the director after tryout tests. The art of voice blending is stressed throughout the year. Selections ranging from those of Bach and Mozart to Herbert and Jerome Kern are used. The Trio has the privilege of singing in schools, churches, and concerts throughout the South. They present an entire spring program. They meet five days a week. One hour credit.

### GLEE CLUB

The Glee Club is composed of a limited number of students, the number being left to the discretion of the director. Each member is chosen by experimental tests. The club frequently sings in churches and at the college,

offering special numbers or entire programs. The club meets twice a week. One quarter hour of credit is given for the year.

### PUBLIC SCHOOL MUSIC

101. **Music for the Elementary or Rural School Teacher.** A study of materials and methods of presenting problems encountered in primary and grammar grades. Study of the child voice; presentation through rote songs of ideas of interpretation; rhythm problems; development of music reading. Three hours credit.

102. **Music Appreciation.** This course aims to lay down a few fundamental principles of intelligent listening and to build a repertory of music which should be in the possession of every generally cultured person. Three hours credit.

### ART

101. Animal, bird, plant, tree, and figure drawing; drawings in pencil, crayon, and water color; soap carving and clay modeling; recognition and use of color qualities and harmonies. Construction drawing; paper and cardboard construction; appreciation. Three hours credit.

102. Charcoal and pastel drawing, textile painting; stenciling; poster painting and printing; pencil lettering. Three hours credit.



**Mrs. D. R. Youell**  
Art and Secretarial Science





The College Pool Is One Of The Best In This Section

## High School Department

### ADMISSION

Candidates for admission must present satisfactory evidence of having completed the eighth grade. Four years of high school study are offered.

### REQUIREMENTS FOR GRADUATION

1. To graduate, a pupil shall complete a regular 4-year course embracing 16 units. Of these 16 units, 4 shall be in English; one in American history; 2 in mathematics (one in general mathematics and one in algebra, two in algebra, one in algebra and one in plane geometry, or one and a half in algebra and one-half in arithmetic); one in science (general science, biology, chemistry, or physics), and, in case of girls, one in home economics. Additional units required for graduation are elective and may be selected by the school from the program of studies listed in the High School Manual.

2. To graduate, a pupil shall pass each subject separately with an average grade of 75 percent. (In the determination of this mark, due regard shall be paid daily grades, tests, and semester examinations).

3. To graduate, a pupil shall show a clear record, not only in scholarship but also in attitude and conduct. This is meant to apply in

the following way: a pupil who has the required scholarship average but a bad conduct record or who has been indefinitely suspended may receive a statement of his work from the principal but not a diploma with the honors thereof until full reparation has been made.

### COURSES OF INSTRUCTION

Subject	Max. Units
English .....	4
French .....	2
Spanish .....	2
Mathematics .....	4
History .....	4
Civics .....	1
Physics .....	1
Chemistry .....	1
Biology .....	1
General Science .....	1
Home Economics .....	2
Commercial Subjects .....	5
Bible .....	1
Music .....	2
Physical Education .....	1
Public Speaking .....	1

For Further Information Communicate With:

**PRESIDENT D. R. YOEUELL, B.S., M.A.**  
MADISONVILLE, TENNESSEE



*Hiwassee College*  
MADISONVILLE, TENNESSEE

APPLICATION FOR ADMISSION

Date \_\_\_\_\_

To the President:

In order that my application may receive early attention, I am mailing to you this blank properly filled out.

Name in Full \_\_\_\_\_ Age \_\_\_\_\_

Post Office Address \_\_\_\_\_

Parent or Guardian \_\_\_\_\_

Occupation of Parent \_\_\_\_\_

Are you a High School Graduate? \_\_\_\_\_

Name of High School Principal \_\_\_\_\_

Address of High School Principal \_\_\_\_\_

Church Membership \_\_\_\_\_

Have you read the rules and regulations of Hiwassee College found in the Catalog? \_\_\_\_\_

If your Application is Accepted by the College will you conform to our Requirements? \_\_\_\_\_

Hiwassee College has long been noted for its high moral tone and Christian atmosphere. Conduct unbecoming men and women of the highest type will not be tolerated.

Enclosed, please find \$5.00 for room reservation. It is understood that this amount will be credited to my account. This fee will not be refunded after August 15.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Parent or Guardian

References \_\_\_\_\_

\_\_\_\_\_  
(Make all checks and money orders payable to Hiwassee College)